

## Abstract of the doctoral dissertation Małgorzata Majerek

The presented work consists of four chapters with is theoretical and empirical character. The theoretical part of the work is divided into two chapters. The first chapter is devoted to the issues of social competences. The contents contained in it concern the explanation of the concept of competences and social competences in psycho-pedagogical terms. Selected models of social competences and their determinants are discussed in it. A review of previous research on the discussed issue was also presented.

The second chapter presents the author's workshop on developing social competences of high school students. It presents the organizational and program assumptions of the workshop, describes the methods and techniques of developing social competences used in exercises with youth, as well as the scenarios of the activities carried out.

The third chapter discusses the methodology associated with the presented research. The aim of the empirical research was a verification of the effectiveness of the original educational workshop implemented as part of physical education lessons aimed at developing social competences of young people, as well as establishing the relationship between social competences and empathy, coping with stress, communication and self-esteem.

The study adopted the model of a natural experiment carried out using the Solomon technique. It assumes a four-group scheme of the experiment consisting in the use of a stimulus (an independent variable) in two experimental groups, one of which is covered by a pretest and post-test of a dependent variable, the other is only a post-test. At the same time, an analogous study was carried out in two control groups, to which an independent variable in the form of a proprietary workshop was not introduced.

To measure dependent variables (social competences - including competences in intimate situations, competences in situations requiring assertiveness, competences in the situation of social exposure, self-esteem, assertiveness, coping with stress, empathy, communication activity) the following research tools were used:

- Questionnaire of Social Competences KKS-A (M) by Anna Matczak,
- Self-Esteem self Scale (SES) by Morris Rosenberg - in the Polish adaptation by Irena Dzwonkowska, Kinga Lachowicz-Tabaczek and Mario li Laguna,
- The "I and Others" scale by Piotr Majewicz,
- Questionnaire of Coping in Stress Situations (CISS) by N.S. Endler and J.D.A. Parker, in the Polish adaptation of J. Strelau, A. Jaworowska, K. Wrześniowski and P. Szczepaniak,
- Empathic Understanding Questionnaire (KRE) by Andrzej Węgliński,
- Scale of Communication Activity (SAK) by Zbigniew Nęcki,
- Semantic Difference (DS) by C.E. Osgood, G.J. Suci, P.H. Tannebaum

The research was carried out in the period of 6 months from February to June 2018 in one of the high schools in Lublin. They included 101 students of four first classes of the following profiles: mathematics and physics, mathematics and physics and informatics, biochemistry and mathematics and geography with extended English. The last fourth chapter presents the results of own research on the effectiveness of the educational workshop in developing social competences of youth as part of physical education lessons.

At the end of the work, the research results were summarized and the resulting conclusions and practical recommendations regarding the development of social competences of the youth were presented. It is worth noting that the research so far devoted to the issue of social competences is largely a diagnostic study. There are few attempts to strengthen social competences directed at young people, implemented in school conditions and verified empirically.

A handwritten signature in black ink, appearing to read 'M. Jędrzejak', is located in the lower right quadrant of the page.